



**HERNE BAY INFANT SCHOOL**  
**Year R Curriculum Newsletter**  
**Term 3**

January 2017

Dear Parents/Carers,

The Year R team would like to wish all of you and your families a very Happy New Year. We hope that you and your children had a wonderful Christmas. As the children settled so well into Term 2, we are going to suggest that the children are now left outside their fenced area gate to independently walk in to their cloakrooms. There will be a teacher waiting at the door to welcome them in to class. We will be praising the children for this transition into independent settling, and be there to support the ones who may still find this difficult. We would be very grateful for your support in this change.

**Connector** – Our connector for Term 3 is called 'Whatever the weather'. Our **stunning starter** for this will be a science day on Friday 13<sup>th</sup> January, where the children will be exploring a variety of science investigations related to the weather. We will be investigating ice, making musical instruments that sound like the weather, creating tornado jars, and the children will be making their own rainbow with a glass jar full of water to watch the sun shine through to show the spectrum of colours. If you could possibly spare any glass jam jars for these activities we would be very grateful. Please bring them in and donate them to your child's class teacher.

The **fabulous finisher** for our 'Whatever the weather' connector will be a **Kite Challenge** on Wednesday 8<sup>th</sup> February from 2pm. This is an opportunity for you to work with your child in class to design and create your very own kite from scratch. There will be a variety of resources available for you to build and decorate your kite with your child. At the end of the afternoon we will all gather on the playground to test out our kites, and you will then be able to take them home.

**Literacy** - The children worked really hard in term 2 and it is lovely to see the progress the children are making in their writing. Children develop at different rates and we support each child according to their individual need. The children will be continuing to develop their skills in sounding out and writing words and we will be encouraging the children to attempt sentences. The sentences will be simple and based around the children's interest.

From January we will be beginning to introduce Common Words. These are words that come up often in reading books and in their writing such as 'the' / 'I' / 'was'. Some are tricky words which cannot be phonically read such as 'said'. The aim is for the children to be able to 'look and say' the word instead of sounding it out.

These words will be sent home with your child every Friday in a small wallet. The words are for you to practise with your child at home. Please keep them safe as we do ask for them to be returned.

**Dates for your Diaries –**

**Reading morning: Wednesday 11<sup>th</sup> January**

8.40am-9am: This gives you the opportunity to come in to your child's class and read a story with them.

**Read Write Inc Workshop: Tuesday 17<sup>th</sup> January.**  
**2pm or 7pm.**

There will be a workshop for parents to come and find out more information on how we teach phonics for reading and writing and how you can support your child at home.

**Year R Parents evening : Wednesday 18<sup>th</sup> January**  
**1.45 – 3.30pm or Thursday 19<sup>th</sup> January 4.00 – 7.00pm**

Arrange an appointment to meet with your child's class teacher, look at their learning journey, discuss their development and their next steps.

**Kite challenge: 2pm Wednesday 8<sup>th</sup> February**

**End of Term 3: Thursday 9<sup>th</sup> February**

**Term 4 begins – Monday 20<sup>th</sup> February 2017**

## **Read Write Inc**

Read Write Inc is a structured programme we use to teach the children their phonics sounds for reading and writing. In January all the children will be having RWI sessions. You will be sent home a letter formation sheet for you to keep and practise with your child. We will be running a workshop to provide you with more information; see the details above. As soon as the children have learnt the first set of sounds they will begin to bring home a reading book to read to you. These books are taught to the children in the lesson before they are sent home. The books are specific to the sounds the children have already been taught, therefore your child should be able to read you the book with little support.



## **Maths –**

We will be learning to find the total of two groups by counting all of them. The children will be exposed to the language of addition and will have the opportunity to record their findings using the + and = sign. Addition will be shown using a variety of resources such as numicon, number and real life objects.

We will also be learning to estimate how many items we can see and then count them. This will not be a big number and will allow the children investigate and explore their understanding of number quantities.

## **Continuous Provision (Learning through play)**

Continuous Provision is child-initiated play. The children have two opportunities during the day to make their own choices about what they would like to do using the areas within the classroom and the class garden or the larger outdoor area.



The opportunities offered during continuous provision will be investigation based activities. The resources support the children to explore in open ended learning opportunities, putting into practice the skills they have learnt in their taught sessions.

## **How can you support learning at home?**

**Speaking and Listening:** Talk about Christmas with your child – this is a great opportunity for you to have open-ended conversations. Ask questions like “Can you remember what happened when....?” “Look! What’s going on here?” “Let’s think about what we / you are going to do”.

Encouraging your child to identify the sounds in words will support their development in speaking and listening. You could say 'can you please pass me your c-u-p' to encourage your child to identify what word you have broken down. This term we will be focusing on word building, and many children know some sounds that they can try to attempt to say and then write.

**Reading:**

As your child will be bringing home common words, you can play games with them in the attempt to get the children to remember them. Post it notes hidden around the room for your child to find and read is a great way to get them actively involved.

Sharing stories with your child helps them learn the language of stories; the importance of a beginning a middle and an end as well as the importance of engaging with the story and the characters – all important skills when they come to telling and writing their own stories. This term we will be focusing on describing the characters in story with adjectives (describing words). We will be looking at objects such as 'tall hat', 'big eyes', 'purple hair' to enhance our story telling.

**Writing:** To support your child's writing at home please continue to practise letter formation on the sheets your children bring home from RWI. Correct letter formation using the RWI patten is really important as it supports your child as they move up the school and begin joined up writing. You can support your child in writing words with those specific sounds that they may know. Thank you cards sent out for the Christmas period is a great way for your child to engage in writing.

**Maths:** Please continue to encourage your child to recognise numbers and practise writing them. As we will be learning to add two groups of objects together, you could encourage your child to have a go at adding items together at home. This could be: two groups of toys, how many plates altogether on the table, how many items on their dinner plate, or cars parked along the road.

**Connector:** 'Whatever the Weather'

We will exploring sounds and vocabulary related to the weather such as hot, cold, wet, shivering, snow, hale, sweating, stormy, colourful, thundering, lightening, rain'. Please begin to explore some of these words with your children when reading stories, watching television programmes, or when outside together.